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ABSTRACT

Due to concern for the development of relevant graduate preparation of community college professional personnel, the Portland Metropolitan Area Adult Education Council coordinated the establishment of the Community College Doctoral Task Force Committee to develop a proposal for a Portland-based community college doctoral degree. The doctoral program will allow for part-time study and will emphasize a competency-based approach by including specified outcomes in curriculum, internship experiences, field studies, and a final degree product which can be a job related project or a research project. Local community colleges and adjacent communities will be utilized as learning laboratories. The curriculum components for the degree are noted, and guidelines for admissions policies and faculty selection are proposed. The recommendation is made that internship not be taken in the community college in which the participant is currently employed. Problems related to formulating policy on placement of students in the program and assessing credit for past experiences are related. Recommendations for final degree projects, length of program, examinations, residency requirements, and accreditation are included. (Author/AM)

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PROPOSAL FOR A DOCTORAL DEGREE TO SERVE PORTLAND METROPOLITAN AREA COMMUNITY COLLEGE STAFF

Fourth Working Draft

August, 1974

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INTRODUCTION

Education, like every other important entity of society, must be responsive to the world it serves or suffer from the constant danger of becoming static and lifeless. Its response must be active, innovative, contemporary. Those who design education must do more than merely respond; they must develop initiatives that reflect an awareness of changing necessities.

Concern about the development of relevant graduate preparation of community college professional personnel, which is available in the Portland Metropolitan Area, has been noted by students, teachers, and administrators. As a result of this concern, the Portland Metropolitan Area Adult Education Council (PMAAEC) coordinated the establishment of the Community College Doctoral Task Force Committee to develop a proposal for a Portland-based community college doctoral degree and to conduct an educational needs assessment survey of Portland area community college staff.

The Task Force Committee consisted of representatives from the Portland area community colleges, the three institutions of higher education in Oregon, and Washington State University. Technical assistance in the development of the proposal was provided by the Oregon State Department of Education and the Northwest Regional Educational Laboratory.

The objective of this paper is to describe the type of program which could best meet the unique needs of community college staff in the Portland Metropolitan area. The concern in this document is to identify the philosophy, parameters, rationale, and objectives of a program for community college educators leading to a doctoral degree in Community College Education. This paper is designed as a guideline to be used by an Advisory Committee which will be responsible for developing the program.

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The proposal addresses the following areas: (1) mission statement, (2) general degree characteristics, (3) proposed degree model, (4) curriculum components, (5) institution admission requirements and procedures, (6) faculty selection and advisement, (7) independent specialization and internship procedures, (8) residency requirements, (9) examinations, (10) placement of participant in program, (11) final degree project, (12) length of program, (13) institutional and library resources, and (14) accreditation.

MISSION STATEMENT

The goal for this proposal is to initiate a doctoral program in community college education for community college staff in the Portland Metropolitan area. The key issues facing the development of this program are: (1) providing the curriculum offerings in the Portland Metropolitan area, (2) allowing for parttime enrollment, and (3) developing the program on a competency-based approach.

This program will provide a vehicle for the formulation, conceptualization, and testing of new ideas in community college instruction, advising, curriculum development, administration, and community services.

A program such as the one envisioned in this paper does not now exist. Many of the bits and pieces of this proposal are successful components of outstanding programs across the country which are consistent with the needs of Portland area staff.

The outcomes of this program will benefit many. The most important is the professional growth potential of community college staff using a program which is geographically accessible, competency-based, and degree-oriented. The community colleges themselves will benefit by having better qualified staff and access to an interactive network of innovative practices in the field. The institution(s) will benefit by strengthening its capabilities in community college education and in demonstrating national leadership in relevant approaches to comprehensive staff development.

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The participants will benefit to the greatest extent possible, by relating their learning experiences to their own work environments, using their own community colleges and adjacent communities as learning laboratories. The instructional staff of the Program, therefore, could travel to participants taking courses at a given community college or university within the Portland Metropolitan area and teach in the participants' work environment. (Specifically, the instruction should occur in the most appropriate place as opposed to the participants automatically commuting to a given institution to take course work.)

GENERAL DEGREE CHARACTERISTICS

The doctoral program should include the following degree characteristics in its model and design.

1. Will emphasize a competency-based approach to preparing community college practitioners to meet their present and future requirements for effective functioning in specific positions. The program should be competency-based by including specified outcomes in curriculum, internship experiences, field studies, and final degree product which includes job related projects as an option to a research project.
2. Will be based upon the assumption that the most effective instructional program is that based upon a pattern of professional preparation which is planned, conducted, and evaluated by a coalition of institutions, agencies, and organizations rather than by a single institution. This Consortium approach may be preceded by an Advisory Committee approach that includes representatives from the appropriate groups, especially the community colleges being served.

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3. Utilizes quality staff resources of the four-year institution(s) concerned as well as the adjunct staff potential of the community colleges involved in order to meet the competency-based program requirements.
4. Will identify the community college positions for which preparation is provided and the functions/knowledge/skills and competencies to be developed by the participants/students.
5. Provides realistic field-based situations for purposes of instruction and assessment and will integrate field work with academic study in ways which are meaningful to the participants/students.
6. Provides for recruitment, selection, and advising of students/participants consistent with the educational personnel requirements of the area.
7. Assures that the program candidates receive objective evaluations of their performance and assistance in making realistic decisions on the basis of such evaluations.
8. Is designed to assure that program candidates have effective participation in determining: (1) positions to be prepared for, (2) contexts in which field-based/academic study will take place, and (3) on a negotiated basis, the rate at which they progress through the program.
9. Provides for continuous and effective means for individual and collective staff evaluation and program renewal.

PROPOSED DEGREE MODEL

The degree model presented in this section of the proposal is based primarily upon relevant literature documents addressing the needs of graduate programs for community colleges and the collective inputs of the Doctoral Task Force Committee. The model is flexible in nature and can be revised and modified as changing situations and circumstances

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dictate. The model addresses the following areas: (1) program components, and (2) general competency areas.

Program Components

The program components are those activities or methods through which participants will encounter and master competencies. These include courses, seminars, field projects, and an internship.

General Competency Areas

The Committee recommends that the competencies, which will become a part of the program curriculum, be determined by the Advisory Committee in conjunction with the sponsoring institution(s). An educational needs assessment survey has been conducted to identify staff competencies. When the results are available, it is recommended that they serve as a basis for curriculum planning. This initial assessment is not adequate to develop a long-range curriculum plan. As soon as a sponsoring institution(s) is identified, a more extensive needs assessment survey is recommended which will include inputs from the community at large, current high school students, community college students, community college staff, and governing boards of the community colleges. The results of this assessment will provide a reliable and valid basis for identifying short and long range educational needs of community college personnel.

CURRICULUM COMPONENTS

The curriculum components for the degree should include the following major curricula areas: (1) Community Services and Community Education, (2) Student Personnel, (3) Teaching Methodology, (4) Governance, (5) Administration, (6) Business Administrative Services, (7) Research, (8) Curriculum Development, and (9) Subject Area Minor(s). The participant should have exposure to those areas within the institution which can be integrated with the participant's professional goals and background experiences. The participant's program of studies should be oriented and built upon academic and job related competency areas.

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UNIVERSITY ADMISSION REQUIREMENTS AND PROCEDURES

This section of the proposal should be developed and delineated by the sponsoring institution utilizing the Advisory Committee selected for this purpose. The Committee recommends the following guidelines relative to this area: (1) graduate credits earned in the Portland Metropolitan area through any accredited university beginning in the fall of 1974 should be included as part of the participant's program of studies toward the Doctoral degree, (2) the admission policies and procedures should be consistent with standard university policies and procedures.

FACULTY SELECTION AND ADVISEMENT

The Committee recommends faculty be selected from existing university staff, community college staff, and other staff who meet university and graduate faculty qualifications and whose competencies are consistent with the needs of participants.

INDEPENDENT SPECIALIZATION AND INTERNSHIP PROCEDURES

Opportunities for independent specialized studies should be provided by means of: (1) individual study, (2) supervised field experiences, (3) seminars, (4) courses in other recognized institutions, and (5) other approved activities or projects.

Each participant will have a basic core of courses. However, the participant and his supervisory committee should be free and flexible to make modifications as deemed appropriate when participant's goals, experiences, and previous course work are taken into account. The structure of the participant's program of studies will be determined by the participant and his supervisory committee.

A supervised internship program, consistent with the participant's background and professional goals will be a basic part of the program. The internship should be designed for the development and demonstration of competencies in community college administration, community service, curriculum development, student personnel, and instruction.

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This internship should not be taken in the community college in which the participant is currently employed. The intent, scope, and purpose of the internship experience is to apply the competencies learned and, as such, provide an opportunity to pursue individual interests in greater depth. The internship may be pursued in any setting that lends itself to the goals of the program (i.e., community colleges, business and industrial settings, community settings, etc.).

RESIDENCY REQUIREMENTS

The Committee provided the following guidelines: (1) no participant should have to leave the Portland area for an extended time to fulfill residency requirements, (2) the residency should be flexible, (3) the residency does not have to be taken in consecutive terms, (4) participants may enroll in the program on a parttime basis.

EXAMINATIONS

The Advisory Committee and sponsoring institution(s) will determine the kind and number of examinations which the participant must take as part of the program structure consistent with university policies and procedures. These examinations could include: (1) qualifying, (2) written comprehensive, and (3) final oral examinations.

PLACEMENT OF PARTICIPANT IN PROGRAM

The placement of participants in the program is one of the most important issues which must be resolved; specifically, the following issues must be resolved.

1. Evaluation of academic background.
2. Evaluation of job or related experiences. The evaluation of job or related experiences is an issue which many doctoral programs have not addressed. Basically, specific criteria must be established by which a participant's background may be objectively assessed and evaluated. Once the criteria have been established, graduate credit may be granted for

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course work and/or internship requirements consistent with professional goals of the participant. Specific criteria for assessing and evaluating job or related experiences could include: (a) types of positions held in field of education, (b) types of positions held in fields other than education, (c) competencies gained in these positions.

3. An approach should be devised to grant hours of graduate credit for certain types of academic, job and related experiences. Each individual case would have to be considered on its own merit. The basic principle is to avoid learning experiences which teach competencies already achieved through previous background experiences.

FINAL DEGREE PROJECT

The final degree project is the culminating learning experience in the degree program. The participant should have a variety of options available in selecting the type of project to fulfill this degree requirement. Several alternatives have been suggested: (1) major field study, (2) research study, (3) development of a material or project, (4) other relevant activities deemed appropriate by a supervisory committee and major advisor.

The final project should reflect the professional interests and background of the participant and provide a relevant, meaningful learning experience. Consistent with traditional university practices, the sponsoring institution(s) may offer a Ph.D. degree for candidates seeking a research/dissertation option and an Ed.D. degree for candidates who chose a program/field-oriented option.

LENGTH OF PROGRAM

Most doctoral programs specify a maximum number of years to complete all course work and internship requirements and a maximum number of years to complete the major degree project. There is usually

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a minimum time lapse between the qualifying examinations for admission to candidacy and the date the degree is granted. With a parttime enrollment option, participants will require a minimum of three years to complete course work and the final project. A maximum limitation should also be set consistent with usual university policies.

INSTITUTIONAL AND LIBRARY RESOURCES

The institution(s) selected for conferring the degree should have adequate institutional and library facilities available or have made a commitment to upgrade present facilities to handle a doctoral program.

ACCREDITATION

Strategies should be implemented by the sponsoring institution(s) for the purpose of accrediting the program with the appropriate state, regional, and/or national agencies.

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